

A Closer Look at Educator Effectiveness *2015-2016*



MCESA

Maricopa County Education Service Agency

“Educator effectiveness is about diagnosing the individual educator’s needs and addressing those needs through meaningful interactions.”

—Lori Shough, Ed. D.,
MCESA Assistant Superintendent for Education Innovation

Challenge

A Critical Demand for Great Educators



Nothing is more important to the success of a school than the quality of its teachers and leaders.¹

A student scoring at the 50th percentile who spends two years in a “most effective” school with a “most effective” teacher rockets to the 96th percentile. Put that student in a “least effective” school with a “least effective” teacher for two years and that student’s achievement level plunges to the third percentile, according to a 2003 Marzano study. That impact can last up to four years, and a student that has an ineffective teacher for two years cannot recover from the resulting decrease in progress, according to Sanders and Rivers, 1996.

Despite their clear impact on students, many educators are leaving their schools and the profession at unacceptable rates.

Increasing expectations and a lack of support are causing educators to leave the profession at alarming rates.²

“Solving the real teacher retention crisis requires a new approach that revolves around smart retention... Education leaders at all levels need to embrace the more difficult, more complex work of demanding better working conditions for teachers along with higher performance standards.”²

MCESA has committed itself to this work, and by collaborating with local school districts, transformed educator evaluation into an opportunity for growth, support and recognition.

¹ The National Commission on Teaching & America’s Future, 1996.

² The Irreplaceables, 2012.



Solution

Differentiating support to recruit and retain top talent.

MCESA utilizes four pillars of support to raise educator quality and recognize excellent educators:

1. rigorous, fair, and transparent educator evaluations
2. differentiated performance-based compensation
3. educator career pathways
4. targeted professional development



Magnet Traditional Elementary School Principal Adrian Walker visits with students.



Planning for Impact

The following outlines proven strategies for developing talent, enhancing careers and improving student learning.

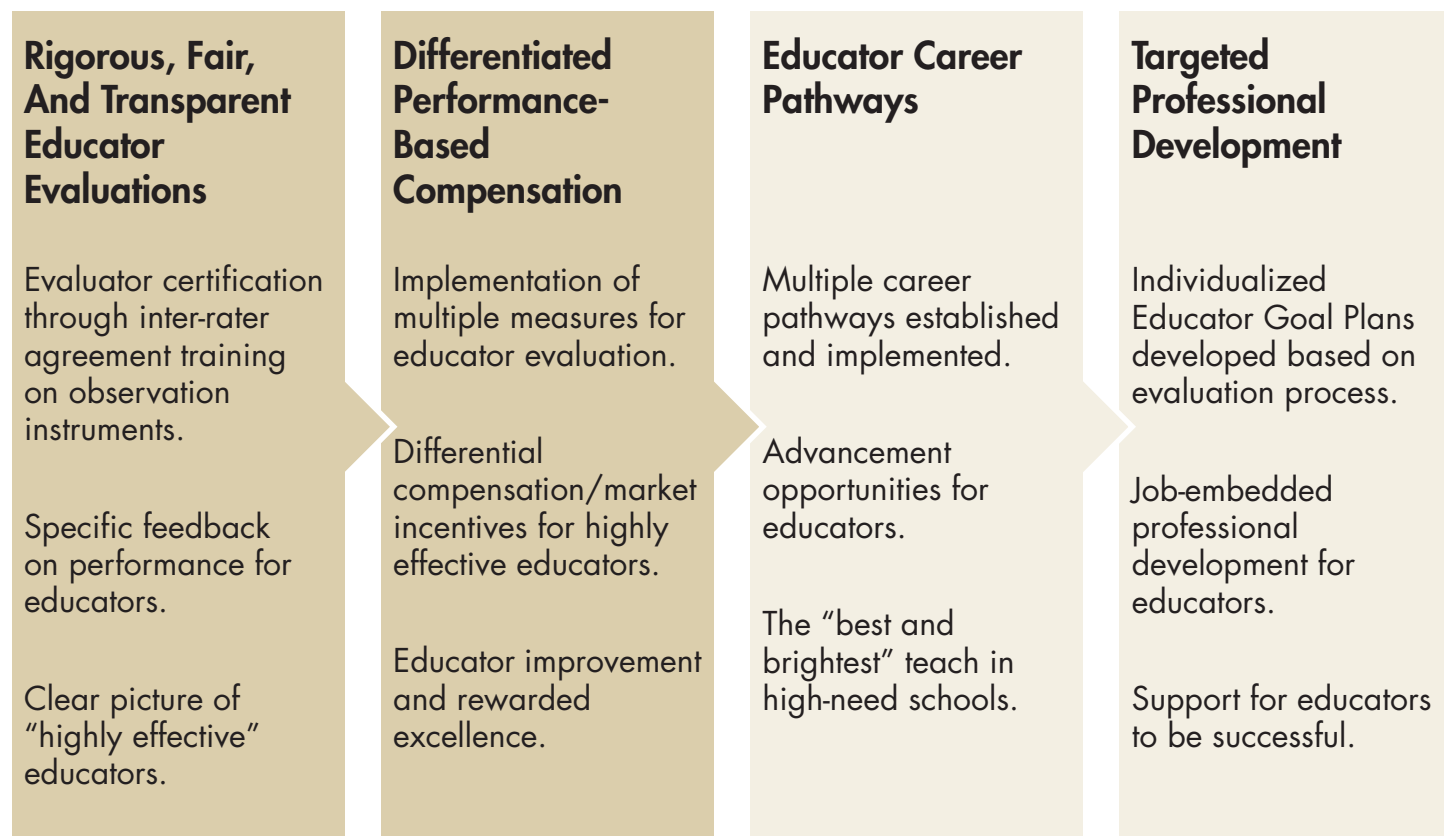
Change does not happen all at once. A system must understand its capacity for change and focus its resources on the areas that will build a strong foundation for sustainable reform.

Focusing on rigorous evaluation and differentiated support will create the conditions for successful implementation of differentiated compensation and career pathways.

“Our work with MCESA has changed practice for the teachers and it has changed the conversation for the teachers.”

*—Lupita Hightower,
Superintendent, Ed.D.,
Tolleson Elementary
School District*

Four Pillars of Support



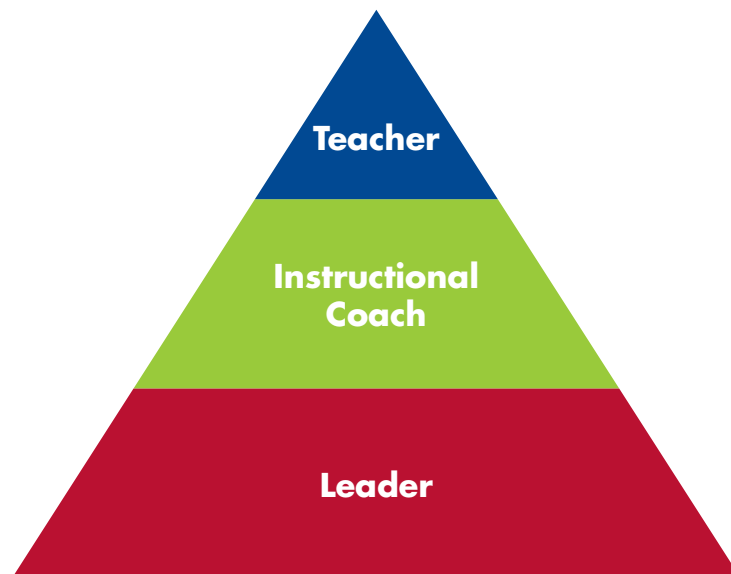
Rigorous Evaluation

MCESA has a unique suite of educator observation instruments. The suite includes rubrics for all three instructional groups: teacher, leader, and instructional coach. All instruments are differentiated by role, yet integrated.

All MCESA observation instruments are rubric-based and aligned to national standards. Observation instrument tools share common language and structure to promote inter-rater agreement. Using all three instruments ensures your entire system has a common vision of instructional improvement.

“When the LOI was presented to me, I could not believe it because it was almost like the people who developed it had read my mind. It was everything that we had been working on for the past four years. The instrument is fantastic.”

*—Adrian Walker,
Principal, Magnet
Traditional Elementary
School*



The Learning Observation Instrument (LOI) The LOI is grounded in the belief that the best instruction occurs when students construct their own understanding and knowledge of the world. The instrument clearly describes what individualized teaching and conceptual learning looks like.



Six rubrics and 26 elements break down the components of effective instruction. Teachers and the evaluators that use the LOI have a roadmap to highly effective teaching and increased student learning.

The instrument was developed by a team of teachers and leaders from six Maricopa County school districts, led by MCEA, and backed up by Basis Policy Research. It is aligned to the In-TASC Model Core Teaching Standards and has been through four years of rigorous development, study, and revision.

The Leading Observation Instrument (LdOI) Teaching and learning will not significantly improve without great instructional leadership. The LdOI describes and supports that leadership. The instrument clearly describes the varied roles of the school leader and defines the most effective practices in each role.

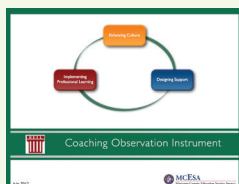


The LdOI is tightly aligned to the LOI. It was written by the same stakeholder group with the same goals of instructional improvement in mind. This makes it a unique and powerful instructional leadership tool.

Five rubrics and 22 elements break down the actions that effective leaders consistently employ. Leaders and the evaluators that use the LdOI have a clear picture of great instructional leadership, the kind that results in improved teaching and student learning.

Like the LOI, the LdOI was collaboratively developed. It is aligned to the ISLLC Leadership Standards and has been through four years of rigorous development, study, and revision.

The Coaching Observation Instrument (COI) Instructional coaches play a crucial role in the development of educators. The COI honors this important position and clearly describes what it takes to be effective in the role.



The COI is aligned to the LOI and even shares multiple elements. The COI, like the LdOI is in service to improved teaching and learning. The COI is also designed to grow instructional coaches into strong school leaders that will be equipped for multiple career paths.

Three rubrics and 23 elements break down the actions that effective coaches consistently employ. Coaches and the evaluators that use the COI have a clear picture of great instructional support and have a tool to develop a collective vision for instructional improvement.

Like the LOI and LdOI, the COI was collaboratively developed. It is aligned to the Teacher Leader Model Standards and has been through four years of rigorous development, study, and revision.



Professional Learning Series

Each of MCESA's observation instruments has a professional learning series developed just for it. The series are intended to build a shared understanding of the instruments and their content. Participants will develop a shared vision, vocabulary, and understanding of effective implementation.

The Learning Observation Instrument (LOI) Series includes

- Learning Observation Overview
- Objective Writing
- Lesson Design
- Supporting AZCCRS Through Task Analysis
- Teacher Actions: Modeling
- Guided Practice and Check for Understanding
- Teacher Actions: Constructing Knowledge
 - Part 1
 - Part 2
- Supporting the AZCCRS Through Formative Assessment
- Monitor and Adjust Instruction
- Supporting AZCCRS Through Learner Engagement

The Coaching Observation Instrument (COI) includes

- Coaching Observation Overview
- Supporting Teachers Along the LOI Continuum
- Designing Support
- Coaching Relationships



The Leading Observation Instrument (LdOI) includes

- Leading Observation Overview
- Instructional Conferencing
 - Part 1
 - Part 2
- Instructional Conferencing Strategies
 - a. Pre-Conference
 - b. Post-Conference
- Supervision of Written, Taught, and Tested Curriculum





Maxine O. Bush Elementary School Principal Lisa Norwood visits with students.

Each observation instrument has a qualified and certified evaluator training for the leaders that observe that particular group (teachers, instructional coaches, building level administrators).

Qualified evaluator training (QET) ensures that all evaluators/observers can accurately use the observation instrument to correctly identify effectiveness in a controlled setting.

Certified evaluator training (CET) ensures all evaluators/observers: (1) understand the rubrics and elements they are assessing; (2) implement effective observations and pre- and post-conference processes and procedures; and (3) maintain accurate ratings in the observation field.

Evaluating Series (fulfills State Law Requirements)

- LOI Qualified Evaluator Training
- LOI Certified Evaluator Training
- COI Qualified Evaluator Training
- COI Certified Evaluator Training
- LdOI Qualified Evaluator Training
- LdOI Certified Evaluator Training



Differentiated Support

“Peer Evaluators are dedicated to inspiring instructional change, driving reflective practice, supporting rigorous student learning, and targeting a teacher’s individual needs.”

—Sara Reimer and
Darrin Fetters,
MCESA Peer
Evaluators

Customized School Leadership and Teacher Professional Development

Additional consultation services are available to provide one-on-one coaching to principals and instructional coaches on the implementation of rigorous standards as well as coaching support to school leadership teams to more effectively coordinate school improvement efforts. MCESA staff are also available to provide customized professional learning to support your student achievement and staff development strategic plans.

For a complete list of courses and consultant services available, please contact Natasha Camp, Administrator for Instructional Leadership Development, at (602) 372-0436.

Peer Evaluators

Research shows us that multiple observation ratings increase the reliability of educator effectiveness measures. MCESA offers Peer Evaluator services to allow your district to increase the number of observations in your evaluation cycle without overburdening school leaders. Increased feedback to teachers can better support them in their professional learning and increase trust in the fairness of your evaluation system.

For more information, please contact Lori Shough, Assistant Superintendent for Education Innovation, at (602) 506-3066.



MCESA Peer Evaluators



Assessments for Non-Tested Areas

The overall educator effectiveness score is comprised of both observation ratings and student achievement growth scores.

MCESA is committed to ensuring that all teachers and their subject matter have a quality measure of student academic progress.

Districts may choose to contract with MCESA for access to valid and reliable MCESA assessments and electronic or paper delivery to students. MCESA staff offers live and web-based training that examines course assessment blueprints and item specifications, the bridge between standards and assessment. For assessment development partner districts, item specification professional development offerings are free of charge.

For more information about assessment services, please contact Laura Harnish, Assessment Director, at (602) 506-2550.

The Observation Data Capture Tool—A Prescription for Success

Each observation instrument has an observation data capture tool that allows evaluators to enter scores electronically and generate reports at the district, site, grade, or individual educator level. Data gleaned can be used to diagnose strengths and weaknesses of educators, focus school improvement, and drive professional development. Observation reports can be created at the end of each cycle and used to create targeted school-wide professional learning and individualized plans of action.

For more information on data system tools aligned to MCESA's observation instruments, please contact Laurie King, Director of Learning and Communication Systems, at (602) 506-3704.

“I think the professional development offered by MCESA, whether it’s in-person in my district or the online tools and videos, is very helpful.”

*—Elizabeth Sousa,
Third Grade Teacher,
Cesar Chavez
Community School*



Planning for Success

Together, we will work to implement the necessary components of a robust educator evaluation system that will change your culture and your effectiveness.

In collaboration with MCESA, your system's leaders will develop a customized implementation plan.

Year 1 (typically starting January to April)

Facilitate overview courses for each stakeholder group

(Learning Series for teachers, Coaching Series for instructional coaches, and Leading Series for principals and assistant principals).

Evaluators of stakeholder groups should also participate in the series overview course(s) for the groups they evaluate. Typically, the overview courses are offered the spring prior to fall implementation.

- **Facilitate qualified evaluator training (QET) for the Learning Observation Instrument.** Principals and assistant principals will attend this training in the spring or summer prior to implementation of the LOI (3-4 days).
- **Facilitate qualified evaluator training for the Coaching Observation Instrument.** Principals and district leaders who supervise instructional coaches will attend this training prior to implementation of the COI (3-4 days).
- **Facilitate qualified evaluator training for the Leading Observation Instrument.** Principals and district leaders who supervise principals will attend this training in the fall prior to implementation of the LdOI (3-4 days).



Year 2 and Beyond

- **Certified evaluator training (CET) is also available** to certify to Governing Boards that all evaluators have demonstrated intra-reliability in their ratings (primarily on-site small group and individual support).
- **Select from up to three courses in each series** to support educators in improving their effectiveness (3 hours to full day depending on selected courses).
- **Facilitate QET and CET** for new administrators.
- **Facilitate up to three courses in each series** to support educators in improving their effectiveness.
- **Additional courses and/or consulting coaching services** are available with an additional scope of work.



Costs

MCESA's education effectiveness systems are offered to districts at an annual fee with a base cost of \$12,000 plus an additional \$3 per student.

Membership in the educator effectiveness consortium provides your district/charter school with access to all systems to build capacity of educators and evaluate them fairly.

Menu of Included Services

	Instrument	Professional Learning Series (3 Courses Each Year)	Evaluating Series	
TEACHERS	LOI	Learning	LOI QET	LOI CET
COACHES	COI	Coaching	COI QET	COI CET
LEADERS	LdOI	Leading	LdOI QET	LdOI CET



For more information, please contact
Lori Shough, Ed.D., Assistant Superintendent for Educational Innovation
by phone: (602) 506-3066, by email: lori.shough@mcesa.maricopa.gov
or visit education.maricopa.gov/effective



© MCESA

Content written by Lori Shough, Assistant Superintendent for Education Innovation; Laurie King, Director of Learning and Communication Systems
Publication design by Anabella Lindh, Graphic Designer

Maricopa County Education Service Agency (MCESA), under the direction of Maricopa County Superintendent of Schools, is dedicated to ensuring that all school-age children in the county graduate college- and career-ready. MCESA builds alliance partnerships that provide leadership, services and programs in the areas of Educational Innovation, Economic Management and Executive Leadership.